



QUARTERLY UPDATE

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Core to College Overview

Core to College is a multi-state grant initiative designed to promote strong collaboration between higher education and the K-12 sectors in the implementation of the Common Core State Standards (CCSS) and aligned assessments. Core to College is funded by [Rockefeller Philanthropy Associates](#) with technical assistance provided by [Education First](#).

Updates

Core to College Curriculum Redesign

With the support of the Tennessee Board of Regents and University of Tennessee, faculty redesign teams have been formed to assess and align the K-12 Common Core State Standards to credit bearing, entry level courses in English and Math. Each team will create curricular resources to assist professors in voluntarily aligning coursework to the more rigorous expectations of the Common Core.

Curriculum Councils

Eight regional Curriculum Councils were formed in partnership with the Tennessee Department of Education Centers of Regional Excellence (CORE) Offices to promote better communication and relationships between K-12 and higher education regarding Common Core implementation.

Additional Resources

Check out these resources for additional information regarding state and national Common Core implementation.

Curriculum Redesign Update

- The curriculum teams for English and Math have met regularly since April 2013 to develop course profiles and supplementary curricular materials for Core-Aligned College Algebra and Expository Writing courses. Below you can find more specific updates on the current status for each content area.
 - English:
 - In consultation with content expert Wendi Anderson from Achieve, Inc., the English team has developed the following materials:
 - Core-Aligned Expository Writing Course Profile
 - Sample Core-Aligned Expository Writing Syllabus
 - Five sample modules with exemplar assignments
 - Crosswalk between CCSS and Expository Writing Course Objectives
 - Glossary of Terms
 - Compilation of Additional Resources
 - All materials will be finalized and sent to external evaluators representing each public higher education institution by November 18th for a two-week period of review.
 - Once revisions have been made, materials will be posted online and the course will be piloted this spring.

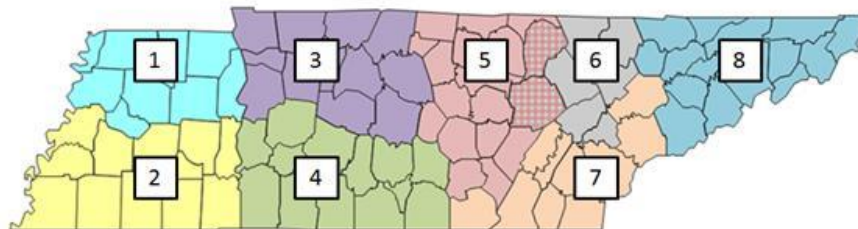
○ Math:

- In consultation with content expert Doug Sovde from Achieve, Inc., the Math team has developed the following materials:
 - Core-Aligned College Algebra Course Profile
 - Sample Core-Aligned College Algebra Syllabus
 - Five supplementary tasks
 - Crosswalk between CCSS and College Algebra Course Objectives
- All materials have been finalized and sent to the Tennessee Council of the Chairs of Mathematics for feedback to be given at their annual convening on November 15th.
- Once revisions have been made, materials will be posted online and the course will be piloted this spring.
- The next Curriculum Redesign Convening will take place on January 17th at the Tennessee Higher Education Commission.

Visit the [Curriculum Redesign website](#) for more details!

Curriculum Councils Update

- Eight Councils were formed in partnership with the Department of Education's CORE Offices using a combination of currently existing P-16 Councils and CORE Service Areas.



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|-------------------|---------------------|
| 1. Northwest | 5. Upper Cumberland |
| 2. Southwest | 6. Big South Fork |
| 3. Mid Cumberland | 7. Southeast |
| 4. South Central | 8. Northeast |

- In October, each of the regional P-16 councils met for a day-long meeting to discuss regional areas of need and develop action plans to address them. Each council has determined to improve regional communication pathways through regular convenings and websites. Outlined below is an overview of specific regional projects.

Northwest	Form Curriculum Alignment Teams focused on Skills Gap Analysis and Sharing of Best Practice
Southwest	Align Reading Instruction (joint statement, crosswalk of methods courses, TEAM aligned reading instruction rubric)
Mid Cumberland	Organize CCSS Professional Development for Arts and Science Faculty and develop formative assessment item banks aligned to CCSS
South Central	Create a regional student teaching handbook
Upper Cumberland	Revive and expand the Upper Cumberland Teachers Council
Big South Fork	Develop a CCSS-aligned unit plan repository for K-12 and Colleges of Education
Northeast	Form Curriculum Alignment Content Teams focused on Interdisciplinary Writing and Math Instruction
Southeast	Host topic bi-annual convenings for both leaders and practitioners

Visit the [Curriculum Council website](#) for more details and dates of future regional convenings!

Additional Resources

- *ACT*: Using the ACT College Readiness Benchmarks and ACT® test scores, the [Condition of College & Career Readiness reports](#) provide national and state snapshots of college readiness of the 2013 graduating seniors who took the ACT in high school.
 - *Aspen Institute*: [Teaching to the Core: Integrating Implementation of Common Core and Teacher Effectiveness Policies](#) To strengthen state implementation of Common Core State Standards and meaningful teacher evaluations, the Aspen Institute and the Council of Chief State School Officers (CCSSO) in this policy brief suggest ten actions to move beyond simply alignment of two ambitious reforms - teacher evaluation and the Common Core - to integrate them into a system-level whole. To do that, author and Aspen Education Program Executive Director Ross Wiener describes the linkages between implementation of Common Core and teacher effectiveness policies and offers practical suggestions to state leaders on how to ensure teachers are using strategies that engage students in learning at high levels.
 - *Center on Great Teachers and Leaders*: [Creating Coherence: Common Core State Standards, Teacher Evaluation and Professional Learning](#) This Special Issues Brief introduces an approach to creating coherence among three potentially transformative instructional reforms: implementation of the Common Core State Standards for student learning, new standards-based teacher evaluation systems, and job-embedded professional learning designs. Rooted in the GTL Center's technical assistance experience and refined through piloting with state-level teams, Creating Coherence offers a recommended approach centered on identifying the connections between the Common Core and professional practice frameworks. The brief illustrates this approach with three nationally recognized professional practice frameworks used for teacher evaluation: Charlotte Danielson's Framework for Teaching Evaluation Instrument, Robert Marzano's Teacher Evaluation Model, and the Classroom Assessment Scoring System tool. The brief also describes the implications of this work for professional learning.
 - *Education Week*: [Common-Core Study: Teachers Aiming Too Low With Reading Assignments](#) A new survey by the Fordham Institute shows that most teachers are still gearing class reading assignments to students' skill level, rather than-as the Common Core standards envision-to their grade level. [Common Core in the Schools: A First Look at Reading Assignments](#) explores the practices of teachers as they begin teaching the common standards in public schools in 46 states and the District of Columbia. The report is based on a survey of 1,154 reading and English language arts teachers in grades K-10, conducted in February and March of 2012. About four in 10 were high school teachers, one-third were middle-school teachers, and one-quarter taught in elementary school. The findings highlight gaps between what the standards envision and how teachers are teaching.
 - *Education Week*: [Study Finds Teachers Enthusiastic About Common Core](#) Scholastic and the Bill & Melinda Gates Foundation, joint sponsors of the study, have released only a [preview of the findings](#) from "Primary Sources: America's Teachers on Teaching in an Era of Change". The full report is based on a national online survey of 20,000 pre-K-12th grade public school teachers conducted in July. According to Anne Sparkman, spokesperson for Scholastic, the Common Core-related data released in the preview "is reflective of the attitude we are seeing in the full set of data of the representative sample of 20,000 teachers. On each point, we see an encouraging positive outlook but, as the preview pointed out, an awareness of the challenges and a need for resources." Sparkman said Scholastic and the Gates Foundation are aiming to publish the full report, which will include a more detailed analysis of the common-core findings by the end of the year.
 - *Learning Forward*: [Transforming Professional Learning to Prepare College- and Career-Ready Students: Implementing the Common Core](#) is a multidimensional initiative focused on developing a comprehensive system of professional learning that spans the distance from the statehouse to the classroom. With an immediate focus on implementing Common Core State Standards and new assessments, the initiative provides resources and tools to assist states, districts and schools in providing effective professional learning for current and future education reforms. Resources include guides for system planning, policy review and program analysis workbooks and toolkits.
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- *NEA Today:* [NEA Poll: Majority of Educators Support the Common Core State Standards](#) According to a new poll by the National Education Association, the Common Core State Standards are strongly supported by its members. The survey questioned 1200 NEA members and was conducted in July by Greenberg Quinlan Rosner Research. Roughly two-thirds of educators are either wholeheartedly in favor of the standards or support them with "some reservations." Overall, 98 percent of NEA members have heard of the standards and 79 percent of respondents said they were well or somewhat prepared to implement the new standards.
 - *Thomas B. Fordham Institute:* **WEBINAR** [Common Core & Curriculum Controversies](#) This taped webinar, conducted on October 23, 2013, addresses some of the myths now circulating about the Common Core. Does three times four equal eleven? Will "fuzzy math" leave our students two years behind other countries? Will literature vanish from the English class? Is gifted-and-talented education dying? A barrel of rumors and myths about curriculum has made its way into discussions of the Common Core State Standards for math and English language arts. Experts tackled these fears and claims at Fordham Institute on October 23, 2013. Hear from Jason Zimba on math myths, Tim Shanahan on the texts that teachers may assign, and a panel of practicing K-12 educators for an early look at Common Core implementation in their states and districts.
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Core to College

coretocollege@tn.gov

Tennessee Higher Education Commission

404 James Robertson Parkway

Nashville TN 37243

(615) 741-3055

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